



Mary Meredith K-12 School
Tucson Unified District
755 N. Magnolia Avenue, Tucson, AZ 85711

ARIZONA
School Report Card
2001-02

Principal: Mr. Rex N. Averett

Schedule: 7:30 AM to 4:00 PM

Web Address: www.edweb.tusd.k12.az.us/Mary_Meredith/

E-mail: Rex.Averett@tusd.k12.az.us

Grades: K-12

2001 Enrollment: 63

Phone: (520) 232-8200

Fax: (520) 232-8201

▼ School Overview ▼

Mission

The Mary Meredith K-12 School is a special education school that provides a program for students enrolled in TUSD who are severely emotionally disabled. Meredith is based on the belief that students can learn to cope with their emotional problems, modify their behaviors and become academic learners. It is the mission of the school to provide all students with an appropriate academic and behavioral program, and to return to a less restrictive environment.

Organization and Philosophy

- w Self-contained SED Classrooms
- w Small Class Size/Low Adult-Student Ratio
- w Individualized Academic/Behavior Plans
- w Strong Therapeutic Component

Instructional Programs

- w Strong Academic/Behavior Programs
- w Strong Student/Parent Therapeutic Supp.
- w School-to-Work Program: OJT
- w Employment Development
- w Service Learning
- w Inter-agency Partnerships
- w Independent Living Skills Training
- w Conflict Resolution

School/Academic Goals

- w To establish leadership throughout the school on all levels; strengthening leadership team concept. To build an understanding of the expectations needed to become successful in global society.
- w Established and implemented job development skills and on-the-job training program. To work strongly with transitioning students into the World of Work.
- w Develop and implement service learning with secondary students. This could be in the form of job shadowing or volunteer work.
- w Develop and implement FAR (Friday Afternoon Rotations), a student choice reinforcement program. This program provides elective options for many of our high school students.

Enrollment

October 1, 2000 School Year Student Enrollment:	27
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	No
Number of Students Attending Under Open Enrollment in 2000-01:	0

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 2 Non-certified Employee(s)
 3 Teacher(s)
 3 Parent(s)
 3 Community Member(s)
 1 Student(s)

Council Duties

w Curriculum Development
 w Instructional Strategies
 w Shared Decision Making - Phase 1
 w Student Discipline
 w Planning Strategies
 w Home-School Partnership

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	10.50
Other Professional Staff	7.50	Teacher Aide	22.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	1	0
4 to 6 years	1	1	0	0
7 to 9 years	0	1	0	0
10 or more years	2	6	2	0

▽ Shared Responsibilities ▽

School

At Mary Meredith K-12 we believe in strong communications between home and school. We do this with the daily point sheets, school monthly newsletter, website, participation on the School Council, monthly Coffee with the Principal (1st Monday of month), bi-monthly parent groups, volunteer education, parent/teacher conferences, participation on school committees.

Parents

Parents are expected to get children to school on time and ready to learn; be supportive of school rules and policies; participate in programs; attend IEP and other meetings concerning educational/behavioral program of their children; support parent groups; see that medications are given as directed by doctors; volunteer in the classroom or school (optional).

▽ Transportation Policy ▽

TUSD provides transportation as directed by the students' IEPs.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	8/20/01
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/23/02

Operates on Traditional Schedule

Report Card Release Dates

10/24/01	1/7/02	3/20/02	5/24/02
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Additional Calendar/Report Card Information

Individual portfolios, individual IEPs.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Learning Resource Ctr Computer Library	W Living Skills Center
W Behavior Health Unit	W Project STRIVE

Extracurricular Activities

W On-the-Job Training	W Project STRIVE: Multimedia Enhancement
W Service Learning	W Very Special Arts of Arizona
W Journalism	W Living Skills
W Therapeutic Riding of Tucson (TROT)	W Introduction to Technology

School/Community Resources

W Counseling Services	W Service Learning - On the Job Training
W Breakfast Program	W Lunch Program
W Clothing and Food Banks	W Partnership-in-Education
W Therapeutic Riding of Tucson (TROT)	W LightSpan Reading Program

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|---|---|
| <p>w Established leadership throughout the school on all levels; strengthened leadership team concept. To build an understanding of how to become successful in a global society.</p> | <p>w Established and implemented job development skills and on-the-job training. To work on successfully getting students back to a less restrictive placement.</p> |
| <p>w To develop and implement skills to help make transition into the the World of Work.</p> | <p>w Developed and implemented FAR (Friday Afternoon Rotations); a student choice reinforcement program. This program is done as electives with our high school students.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	89.5 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	41.9 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	51.2 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	9.3 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	100.0 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	0.0 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	27.8 %			11.1 %
Status Unknown ⁸	4.6 %			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Quality School	1997
Wells Fargo Grant	1998
EEF Grants	1998
United Way 2000 Copper Certificate	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E	C
Reading	School	--	--	--	--	--	--	
	State	60969	521	11%	18%	44%	27%	
Writing	School	--	--	--	--	--	--	
	State	59929	535	12%	13%	62%	13%	
Mathematics	School	--	--	--	--	--	--	
	State	61089	510	14%	29%	34%	23%	

Grade 5

Reading	School	--	--	--	--	--	--	
	State	63518	503	22%	24%	41%	14%	
Writing	School	--	--	--	--	--	--	
	State	62270	505	19%	28%	41%	12%	
Mathematics	School	--	--	--	--	--	--	
	State	63873	487	17%	43%	12%	29%	

Grade 8

Reading	School	--	--	--	--	--	--	
	State	56652	505	23%	20%	40%	17%	
Writing	School	--	--	--	--	--	--	
	State	55212	492	17%	41%	40%	2%	
Mathematics	School	--	--	--	--	--	--	
	State	56871	454	43%	40%	12%	6%	

Grade 10 (Class of 2003)²

Reading	School	--	--	--	--	--	--	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	**	**	**	**	**	**	**
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	--	--	--	--	--	--	NA
	State	47215	479	50%	19%	21%	10%	NA

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	--	--	60
2	Reading	--	--	--	--	--	--	--	--	50	100	**	52	--	--	53
	Language	--	--	--	--	--	--	--	--	40	100	**	43	--	--	44
	Mathematics	--	--	--	--	--	--	--	--	51	100	**	55	--	--	57
3	Reading	--	--	44	--	--	47	--	--	47	100	**	48	--	--	50
	Language	--	--	45	--	--	49	--	--	51	100	**	54	--	--	56
	Mathematics	--	--	41	--	--	46	--	--	49	100	**	52	--	--	54
4	Reading	--	--	52	--	--	53	--	--	54	100	**	54	--	--	55
	Language	--	--	45	--	--	47	--	--	49	100	14	48	--	--	50
	Mathematics	--	--	48	--	--	51	--	--	54	100	**	55	--	--	57
5	Reading	--	--	50	--	--	51	--	--	51	89	**	51	--	--	51
	Language	--	--	40	--	--	42	--	--	44	89	**	45	--	--	45
	Mathematics	--	--	47	--	--	51	--	--	54	89	**	55	--	--	57
6	Reading	--	--	52	--	--	53	--	--	54	--	**	53	--	--	54
	Language	--	--	40	--	--	41	--	--	44	32	**	44	--	--	45
	Mathematics	--	--	54	--	--	57	--	--	59	100	**	60	--	--	63
7	Reading	--	--	52	--	--	52	--	--	53	52	**	52	--	--	53
	Language	--	--	49	--	--	52	--	--	54	52	**	54	--	--	55
	Mathematics	--	--	50	--	--	53	--	--	55	52	**	56	--	--	58
8	Reading	--	--	54	--	--	54	--	--	54	74	16	53	--	--	55
	Language	--	--	45	--	--	46	--	--	49	64	5	49	--	--	50
	Mathematics	--	--	50	--	--	52	--	--	54	64	13	56	--	--	58
9	Reading	--	--	43	--	--	44	--	--	43	50	**	43	--	--	43
	Language	--	--	37	--	--	39	--	--	39	67	**	40	--	--	41
	Mathematics	--	--	54	--	--	57	--	--	57	17	**	59	--	--	61
10	Reading	--	--	42	--	--	42	--	--	42	44	**	42	--	--	--
	Language	--	--	43	--	--	43	--	--	44	44	**	44	--	--	--
	Mathematics	--	--	46	--	--	47	--	--	49	22	**	50	--	--	--
11	Reading	--	--	46	--	--	46	--	--	44	18	**	45	--	--	--
	Language	--	--	42	--	--	43	--	--	42	18	**	44	--	--	--
	Mathematics	--	--	49	--	--	51	--	--	52	--	**	55	--	--	--

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	***	***
Grades 3-4	***	***
Grades 4-5	***	***
Grades 5-6	***	***
Grades 6-7	***	***
Grades 7-8	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Law-related education and how it impacted student lives. Students are monitored at all times; small classroom sizes; low student/teacher ratios; on-site social workers and therapeutic psychologist; Behavioral Therapeutic Team; Full-time LPN and half-time Mental Health Specialist/Nurse; continue to maintain rest area on campus for TPD Bike Patrol officers; developed and practice safety procedures.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

20

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▼ Per Pupil and School Expenditures for the 1999-2000 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$10,613	\$527,805
Classroom Supplies	\$58	\$2,876
Administration	\$667	\$33,160
Support Services-Students	\$2,763	\$137,395
Other Support Services and Operations	\$407	\$20,237
Total Expenditures- All Categories 1999-2000	\$14,508	\$721,473

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Classroom Enhancement Funds 2000-01 ▼

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$2,795,557.53 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

Increase in classroom teacher salaries.

* Information is self-reported by the district and is unaudited.

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	Moreen Simeus	(520) 232-8200	
Transportation Policy	Ron Stacy	(520) 232-4800	
Community Resources	Rex Averett	(520) 232-8200	
School Nutrition Programs	Marcia Little	(520) 232-7000	
Parent Organization	Charlie Danella	(520) 232-8200	
Student Health/Nurse	W. Frank/N. Dunlap	(520) 232-8217	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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